

**Lamar University – M.Ed. in Educational Technology Leadership**

## Course-based Embedded Hours Internship Log

***Directions:*** In submitting your Course-based Embedded Assignment Log for each Assignment in Appendix H of the Internship Handbook, you are required to reflect on the assignments by completing a reflection in your course wiki/e-portfolio that should contain a minimum of 300 words. These logs will be used to assist you in completing your EDLD 5370 Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

|  |  |  |
| --- | --- | --- |
| Course Number: | Course Name: | Course-based Embedded Hours(see Appendix H |
| **EDLD 5306** | **Concepts of Educational Technology** | **12 Hours** |

|  |  |
| --- | --- |
| Description of theAssignment/Performance Tasks(see Appendix H) | **A.** **B.** Analyze Texas STaR Chart data, create a presentation for faculty on results, post the presentation to blog site where you also write 250-word opinion piece on one of the four areas of Texas Long Range Plan for Technology. Include (1) Description of the area. (2) Progress in the area (include local, state, and national progress. (3) Trends in the area (include local, state, and national progress. (4) Your recommendations for improvement in the area.  **C.** Create a wiki reference document. |
| **Self –Assessment** 1. **Critically reflect** (see note above; not just recitation of facts) upon the knowledge you gained from the assignment.  **(3 Points)**  2. **Critically reflect** upon the relationship between any new information you gained from the assignment with old information you previously held to be true.  **(2 Points)**  3. How did the relationship between the old and new information you learned affect your personal experience with the assignment?  **(2 Points)  Learn as a Learner**  1. **Critically reflect** (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. **(3 Points)**  2. **Critically reflect** upon how you learn as a learner and how you assess your own performance in completing the assignment(s). **(2 Points)**  3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? **(2 Points)**  **Lifelong Learning Skills** 1. **Critically reflect** (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. **(3 Points)**  2. How will your past interactions and collaborations with colleagues impact your future learning experiences? **(2 Points)**  3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? **(2 Points)  Additional Criteria** 1. Content posted to e-Portfolio wiki/blog/Google site **(1 Point)**  2. Mechanics **(1 Point)**  3. APA Format **(1 Point)**  4.Minimum of 3 References **(1 Point)**  **(max. 25 pts.)** | EDLD course 5306, *Concepts of Educational Technology* is the preparatory course for a Masters of Technology Education Degree from Lamar University. As I began this course I was excited. I anticipated learning more about the significance and purpose of technology in education and how my role as a technology leader could affect real change for my district. During the five week course we examined technology leadership as it related to:   * integration of technology and curriculum to support learning * delivery, development, prescription, and assessment of instruction * effective use of computers as an aid to problem solving * school and classroom management * educational research * electronic information access and exchange * personal and professional productivity * technical assistance and leadership   The course materials, readings, videos, and discussions supported the learning of all these topics. We were constantly reminded of the many roles we all have in education and the need to have standards that have unique objectives related to improving technology in all educational environments. According to the International Society for Technology in Education (ISTE), “Regardless of what titles educators holds, these standards (ISTE TF/TL Standards) are designed for those who not only use technology effectively themselves, but also help other educators integrate technology into daily practice.” (Williamson & Redish, 2009, p.1) Each objective of this course led to an understanding of the ISTE standards for technology leaders.  One important component of this course was the critical evaluation of the Texas Long Range Plan for Technology, The National Technology Plan 2010 and the Texas Star Chart. We investigated each of these plans for the state of technology in education and the process for improvements. As a new teacher in Texas, I was especially interested in the prospects of technology advancement in Texas. The 2006 report and adoption of the plan included the following remarks about the urgency to enact changes to meet the needs of 21st Century learners:  Across the globe, exponential growth in technology has transformed every aspect of business, government, society, and life. These transformational changes have been and will continue to be increasingly pervasive and far-reaching.  (State Board of Education, 2006, p.5)  The 2006 review plan included recommendations for continued improvement in the areas of:   * Teaching and Learning * Educator Preparation and Development * Administration and Support Services * Infrastructure for Technology   (State Board of Education, 2006)  In addition, having completed the Texas STaR Chart as a campus teacher, I learned more about its purpose and role in evaluating technology standards in the district and state. I also evaluated my district as compared to other districts and the state.  Through the readings, videos and discussions we were also exposed to the world of online collaboration and reflection with the development of a personal wiki and blog. Both tools represent my entry into the world of Web 2.0. “Because Web 2.0 software is online and accessible to anyone with an Internet connection and a browser, we have new avenues to collaboration and communication.” (Solomon & Schrum, 2007, p. 46) Each week we posted to both the wiki and the blog to share information and reflect on the new knowledge we had acquired. Both of these tools have been an exciting addition to my teacher toolbox to assist with the collaboration and communication with students and peers. Access to my wiki and blog are:  Wikispace - <http://edtechlamarmasters.wikispaces.com/>  Course Blog - <http://lamar-reichert.blogspot.com/>  In addition to the collaborative sites I also participated in the weekly web casts. This was also a first. The web casts were a little troubling in the early weeks but become valuable and productive to the learning process quickly. The use of online collaboration made it apparent that as I move forward in my role as a technology leader the opportunity to interact with peers around the world will increase my awareness of the impact of technology in education and will provide many opportunities to share new ways to use and integrate technology in the classroom.    Finally, we developed an internship plan to address the ISTE Technology Standards as they apply to our process for our degree. We examined the standards and then applied methods that we would use to demonstrate our comprehension of each component. The process was especially enlightening as I discovered areas where I have a significant depth of knowledge but also areas that need more development. One area that I am very interested in is the use of e-portfolios for students and teachers. Using a wiki for my own documentation provided some insight into its application for e-portfolios. I not sure that all of my peers and certainly not my students are prepared for this and I will be examining ways to educate them on the value of developing a professional e-portfolio.  This first course in the Masters Degree program provided me with a good foundation to start to develop my leadership skills in technology education. Solomon and Schrum state it well when they say, “As you will see, the world has changed: our students have changed, and traditional schools are no longer up to the task of educating young people for the future.” (p. 1) My focus as I continue will be to prepare myself to assist with the education of 21st Century learners and those that are tasked to teach them.  Works Cited:  Solomon, G., & Schrum, L. (2007). *Web 2.0 new tools, new schools.* Washington D.C.: International Society for Technology in Education.  State Board of Education. (2006). *Texas Long-Range Plan for Technology.* Austin: Texas Education Agency.  Williamson, J., & Redish, T. (2009). *What every K-12 Leader should know and be able to do.* Eugene: International Society for Technoloyg in Education. |